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ABSTRACT

This brochure identifies key figures on vocational education and training (VET) and VET-related topics in Europe using harmonized data from Eurostat. Throughout, figures of candidate countries are compared to those of European Union (EU) member states. Background information on the education and training systems is as follows: increasing numbers of young people study beyond upper secondary education and the educational level of the population as a whole is rising; the rise in education level attained is general; unemployment rates tend to be lower for people with higher qualifications; and the number of students enrolled in tertiary education has more than doubled in the past 25 years. In general, a larger proportion of students enroll in the vocational stream than in general upper secondary education, more males than females are in the vocational stream, the majority of participants in VET programs attend education/training establishments, and most participants are between the ages of 15 and 19. As for continuing vocational education and training (CVT), enterprises from EU countries provided more CVT than candidate countries, percentages of enterprises offering CVT increase as the size of enterprises increase, approximately 40% or less of employees take part in training in enterprises, and European enterprises invest between 0.5% and 3.6% of labor costs in CVT courses. (Contains 15 figures, methodological notes, and 5 references.) (MO)

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Table of contents

1. Introduction 3
2. Background information on the education and training system 4
3. Vocational education and training 8
4. Continuing vocational education and training 14
5. Methodological notes 19

List of figures

1. Percentage of 22 year-olds having successfully completed at least upper secondary education (ISCED 3), 2000 4
2. Percentage of people without an upper secondary qualification (ISCED 3), by age group, 2000 5
3. Unemployment rates in the 25 to 64 age group, broken down by education attainment level, 2000 (%) 6
4. Enrolment in tertiary education, 1999/2000 7
5. Distribution of upper secondary (ISCED 3) students in general and vocational streams, 1999/2000 (%) 9
6. Distribution of participants in VET programmes by place of tuition, 1997/98 (%) 10
7. Distribution of participants in VET programmes by gender, 1997/98 (%) 11
8. Distribution of participants in VET programmes by ISCED level and gender, 1997/98 (%) 12
9. Distribution of participants in VET programmes by age group, 1997/98 (%) 13
10. Enterprises providing CVT as a percentage of all enterprises, 1999 14
11. Enterprises providing CVT as a percentage of all enterprises, by class size, 1999 15
12. Enterprises providing CVT as a percentage of all enterprises, by economic activity (NACE Rev. 1), 1999 16
13. Employees participating in CVT courses as a percentage of employees in all enterprises, 1999 17
14. Employees participating in CVT courses as a percentage of employees of all enterprises, by gender, 1999 18
15. Costs of CVT courses as a percentage of total labour costs of all enterprises, 1999 18

1. Introduction

This brochure, prepared by Cedefop based on harmonised data from Eurostat ([1]), presents some key figures on vocational education and training (VET) and VET-related topics.

Some elements depicting the context of national education and training systems are given in the first part. The next two chapters form the core of the publication and present some basic indicators ([2]) on VET systems, characteristics of participants in VET programmes, training enterprises, participation in continuing vocational training (CVT) in enterprises and costs of CVT for enterprises.

Further information can be obtained from the joint publication series *Key data on education*, *Key data on vocational training* and from Eurostat's own publications and database.

([1]) All data were extracted from Eurostat's New Cronos database in January 2003.

([2]) Most data on VET are drawn from the VET data collection and on CVT from CVTS2 (see methodological notes).

2. Background information on the education and training system

The educational level is comparatively higher in candidate countries than in EU Member States

The percentage of people leaving school without an upper secondary qualification has been decreasing for several decades. Increasing numbers of young people continue studying beyond upper secondary education and the educational level of the population as a whole is rising.

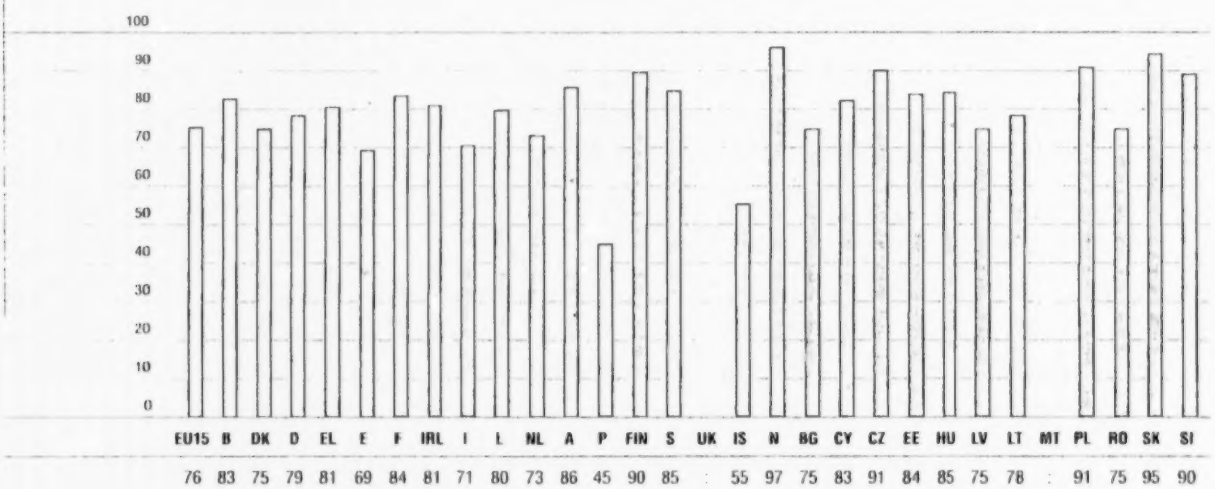
Figure 1 shows the proportion of 22 year-olds who successfully completed, at least, upper secondary education (ISCED 3), in 2000.

In general, percentages of people with at least an upper secondary qualification are higher in candidate countries than in EU countries (where the average is 76%). However, figures vary largely across countries as well as the conditions determining successful completion (e.g. attending a certain number of hours, passing exams, obtaining a certificate). Iceland and Portugal have the lowest percentages (55 and 45% respectively). In contrast, the highest percentages (90% or above) are found in the Czech Republic, Finland, Norway, Poland, Slovakia and Slovenia.

[Figure 1]
NB: Ireland: national data; Luxembourg: the percentage is underestimated: most young people take tertiary education abroad and all of them have completed upper secondary education; United Kingdom: the definition of 'upper secondary qualification' has not been approved yet.

Source: Eurostat, Labour force survey

Figure 1. **Percentage of 22 year-olds having successfully completed at least upper secondary education (ISCED 3), 2000**



Younger people are better qualified than older generations

Figure 2 complements Figure 1. It compares the percentages of people who have not obtained an upper secondary qualification (ISCED 3) in different age groups.

It suggests the rise in education level attained is general: in all countries, the proportion of low-qualified is higher among older generations than young people. In 2000, only 29% of 25 to 34 year-olds in the EU did not obtain an upper secondary diploma (ISCED 3), compared to 54% of the 55 to 64 age group.

Differences between the two extreme age groups are relatively smaller in the Czech Republic, Denmark, Germany, Iceland and Luxembourg.

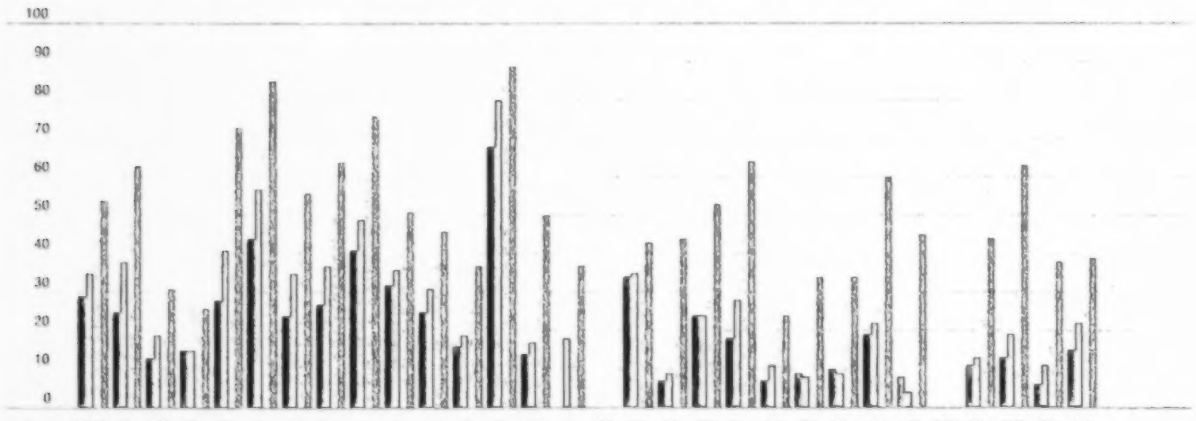
In the EU southern countries, levels of education are still relatively low. Percentages of people who did not successfully complete upper secondary education in Italy, Portugal and Spain are above 40% for the 25 to 34 age group and above 75% for the 55 to 64 age group; they are slightly lower in Greece, although still quite high.

In candidate countries, almost all percentages for all age groups are lower than the EU average, suggesting a higher educational level.

[Figure 2]
NB: Ireland: national data; United Kingdom: the definition of 'upper secondary qualification' has not been approved yet.

Source: Eurostat, Labour force survey

Figure 2. **Percentage of people without an upper secondary qualification (ISCED 3), by age group, 2000**



		EU15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	IS	N	BG	CY	CZ	EE	HU	LV	LT	MT	PL	RO	SK	SI
25-34	D	29	25	13	15	28	44	24	27	41	32	25	16	68	14	13	:	34	7	24	18	7	9	10	19	8	:	11	13	6	15
35-44	D	35	38	19	15	41	57	35	37	49	36	31	19	80	17	18	:	35	9	24	28	11	8	9	22	4	:	13	19	11	22
45-54		44	49	21	19	57	73	43	53	61	43	38	28	85	32	26	:	37	18	34	49	16	14	16	29	12	:	23	38	19	29
55-64	E	54	63	31	26	73	85	56	64	76	51	46	37	89	50	37	:	43	44	53	64	24	34	34	60	45	:	44	63	38	39

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The higher the level of education, the lower the risks of unemployment

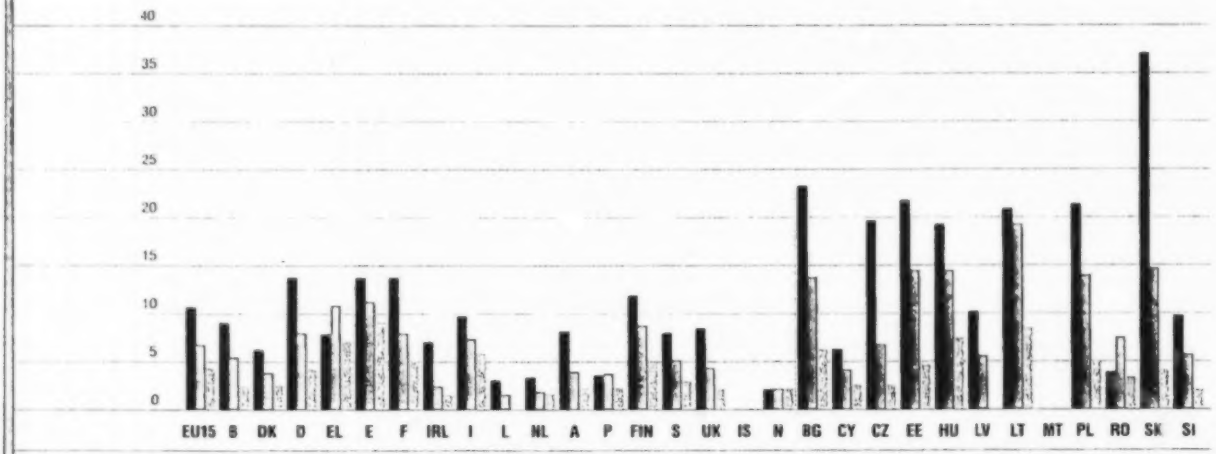
Figure 3 compares unemployment rates of the 25 to 64 age group with the level of education attained.

In general, unemployment rates are lower for people with higher qualifications. In the EU on average, in 2000, the unemployment rate of people with a tertiary qualification (ISCED 5-6) was 4%, against 7% for those with an upper secondary or post-secondary non-tertiary diploma (ISCED 3-4) and 11% with, at most, a lower secondary qualification (ISCED 0-2). Many countries show similar patterns, although with varied intensity.

Four countries deviate from the general pattern: Greece, Portugal, Romania, where higher employment rates are observed for people with upper secondary qualification, and Norway, where the difference by level of education attained is negligible.

Unemployment rates are generally higher in candidate countries than EU countries, especially for low-qualified people.

Figure 3. **Unemployment rates in the 25 to 64 age group, broken down by education attainment level, 2000 (%)**



[Figure 3]
NB: Iceland and Luxembourg: because of the small sample size, part (or all) the data are not available.

Source: Eurostat, Labour force survey

Young people and women have more difficulty entering the labour market

If a higher education level is an important factor to reduce the risk of unemployment, age also seems to play a significant role. According to the Labour force survey, in general, unemployment rates of tertiary education graduates are higher for 25 to 34 year-olds than for older groups. This is the case in most EU and candidate countries, although discrepancies between age groups are less marked in the latter.

Similarly, women and men do not seem to have equal opportunities to find a job: with the same level of education, more women than men are unemployed.

More and more students in tertiary education

In the EU, on average, the number of students enrolled in tertiary education has more than doubled in the past 25 years.

Figure 4 shows the number of students enrolled in tertiary education and their proportion to the overall number of pupils and students enrolled in the given country's education and training system. Percentages should be interpreted considering the educational structure, the number of places available in tertiary education establishments and demographic variations.

Figure 4. **Enrolment in tertiary education, 1999/2000**

EU 15	B	DK	D	EL	E	FR	IRL	I	L
12 563	356	189	2 055	422	1 829	2 015	161	1 770	2
15%	14%	15%	12%	21%	21%	14%	16%	17%	3%
NL	**A**	**P**	**FIN**	**S**	**UK**	**IS**	**N**	**BG**	**CY**
488	261	374	270	347	2 024	10	191	261	10
14%	16%	17%	21%	14%	13%	11%	17%	17%	7%
CZ	**EE**	**HU**	**LV**	**LT**	**MT**	**PL**	**RO**	**SK**	**SI**
254	54	307	91	122	6	1 580	453	136	84
12%	15%	14%	16%	14%	7%	16%	10%	11%	19%

[Figure 4]
NB: Germany, Romania and Slovenia: ISCED 6 is excluded; Luxembourg and Cyprus: most students study abroad; figures are therefore underestimated; Czech Republic: only public schools are covered.

Source: Eurostat, UOE data collection

In most EU and candidate countries, the proportion of females at that level of education is higher than males. Disparities are still observed in certain fields of study. In all countries, more females enrol in 'education', 'humanities and arts', 'health and welfare', while males predominate in 'engineering, manufacturing and construction'.

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3. Vocational education and training

The vocational stream predominates in upper secondary education

In general, distributing students between vocational and general streams at lower secondary level is not geared towards technical or (pre-) vocational specialisation. Rather, the aim is to create classes with more homogeneous competences within different general education structures.

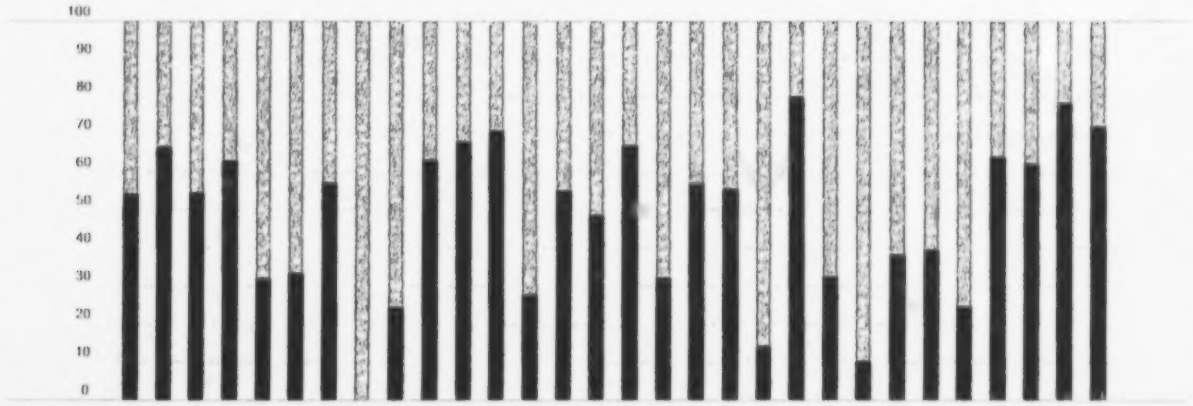
Mostly, enrolling in the vocational stream is not possible before the end of compulsory education.

In general, a larger proportion of students enrol in the vocational stream than in general upper secondary education (54 against 46% in the EU as a whole – Figure 5).

More than two thirds of students are in the vocational stream in Austria, Belgium, the Czech Republic, the Netherlands, Slovakia, Slovenia and the UK.

In contrast, more than two thirds are in general education in the southern EU countries as well as Cyprus, Estonia, Hungary, Iceland and Malta. In Ireland, all students are enrolled in the general stream because there is no vocational stream in schools at that level.

Figure 5. **Distribution of upper secondary (ISCED 3) students in general and vocational streams, 1999/2000 (%)**



NB: Students in vocational training spending 90% of their time or more within the company are not included in the UOE data collection. The coverage of the UOE and VET data collections are different, which can explain some discrepancies. For instance, students in vocational training spending 90% of their time or more within the company are not included in the UOE data collection. Pre-vocational education is included with general education.
Belgium: including social advancement education; France: technological education is considered as vocational; Italy: provisional data. Students from *istituti tecnici* are included in prevocational education; United Kingdom: including ISCED 4. Students in general education are counted at a given point in time whereas students in vocational training are counted continuously, i.e. the total number of students in one school year.

Source: Eurostat, UOE data collection

In most countries, more females than males are in the general stream at upper secondary level. The United Kingdom is the only exception. In the EU as a whole, differences between genders are small (under 5%). In Iceland, Norway and the candidate countries, differences in the percentages of males and females are larger than in the EU.

In all countries, most VET participants enrol in upper secondary and post-secondary non-tertiary programmes (ISCED levels 3 and 4).

Figure 8 shows the distribution of females and males according to the ISCED level of the programme in which they are enrolled.

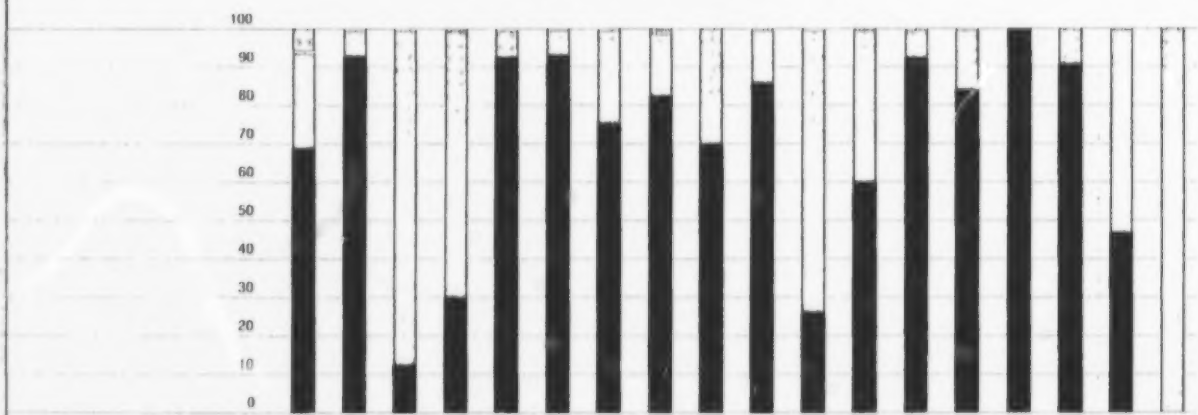
Most participants in VET programmes mainly attend an education and training establishment

Contact with the work environment during education and training may help young people's transition onto the labour market.

In EU Member States, on average, more than two thirds of participants in VET programmes mainly attend an education/training establishment (Figure 6). The highest percentages of participants (over 90%) in mainly school-based programmes are found in Belgium, Greece, Portugal, Spain, Sweden and the United Kingdom. Denmark, Germany, Iceland, the Netherlands and Norway, however, show a different pattern, with most participants enrolled in alternate training programmes.

Only Italy (and Ireland) have programmes taking place almost exclusively at the workplace, the so-called *Apprendistato* and *Contratto di formazione-lavoro*.

Figure 6. **Distribution of participants in VET programmes by place of tuition, 1997/98 (%)**



	EU 15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	IS	N
MAINLY IN EDUCATION/ TRAINING ESTABLISHMENT ■	69	93	13	30	93	93	76	83	70	86	26	60	93	84	100	91	47	..
ALTERNATE TRAINING □	25	7	87	70	7	7	24	17	..	14	74	40	7	16	..	9	53	100
AT THE WORKPLACE ▨	6	..	..	..	..	..	..	1	30	..	..	..	..	..	..	0	..	..

NB: Mainly in an education/training establishment: 75% or more of education/training time is spent in an education/training establishment, the rest is spent in a work environment (enterprise or other). Alternate training: between 10 and 74% of education/training time is spent in an education/training establishment, the rest is spent in a work environment (enterprise or other). At the workplace: less than 10% of education/training time is spent in an education/training establishment, the rest is spent in a work environment.

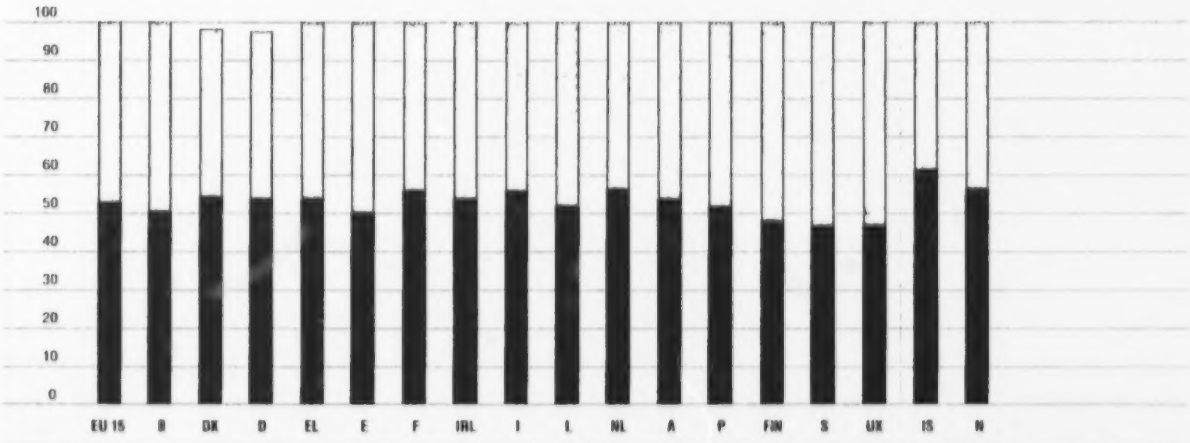
Source: Eurostat, VET data collection

Promoting equal opportunities for both sexes has been one of the European Commission's priorities.

In the European Union, on average, more males than females enrol in VET programmes, although differences between sexes are small: 53% of VET participants are males and 47% are women. The widest discrepancies (over 10 percentage points) are observed in Denmark, France, Iceland, Italy, the Netherlands and Norway. In contrast, participation is balanced in Belgium and Spain.

Although the difference in participation by gender is small, men are still better represented in VET programmes

Figure 7. **Distribution of participants in VET programmes by gender, 1997/98 (%)**



	EU 15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	IS	N
MALE	53	51	54	54	54	50	56	54	56	52	57	54	52	48	47	47	62	57
FEMALE	47	49	44	46	46	50	44	46	44	48	43	46	48	52	53	53	38	43

NB: Denmark: the percentages do not reach 100% because data cannot be broken down by gender for some programmes or programme parts.

Source: Eurostat, VET data collection

However, at tertiary level (ISCED 5), females outweigh males in all countries but Spain (Figure 8).

Figure 8. **Distribution of participants in VET programmes by ISCED level and gender, 1997/98 (%)**

		EU15	B	DK	D	EL	E	FR	IRL	I	L	NL	A	PT	FIN	S	UK	IS	N
ISCED 2	FEMALES	3	8	–	2	–	1	1	4	–	45	24	–	8	–	–	:	–	–
	MALES	3	5	–	3	–	1	1	3	–	47	27	–	13	–	–	:	–	–
ISCED 3	FEMALES	70	52	88	80	48	61	68	30	73	48	76	51	52	73	100	:	72	100
	MALES	73	64	88	88	64	60	76	26	66	47	73	65	56	82	100	:	86	100
ISCED 4	FEMALES	7	9	6	–	21	30	–	27	1	–	0	42	–	–	–	:	2	–
	MALES	5	8	8	–	13	31	–	36	1	–	1	31	–	–	–	:	4	–
ISCED 5	FEMALES	14	31	6	17	31	8	31	38	–	7	–	7	39	27	–	:	26	–
	MALES	10	23	4	9	24	8	23	35	–	6	–	4	31	18	–	:	10	–
UNKNOWN	FEMALES	6	–	–	–	–	–	–	–	25	–	–	–	–	–	–	:	–	–
	MALES	9	–	–	–	–	–	–	–	34	–	–	–	–	–	–	:	–	–

Source: Eurostat, VET data collection

Figure 9 shows the distribution of participants in VET programmes by age group. In the European Union, on average, a majority (65%) of VET participants are between 15 and 19 years old; the 20 to 24 age group is the second most represented group, with 23%. This is consistent as most VET participants enrol in programmes at upper secondary level (ISCED 3).

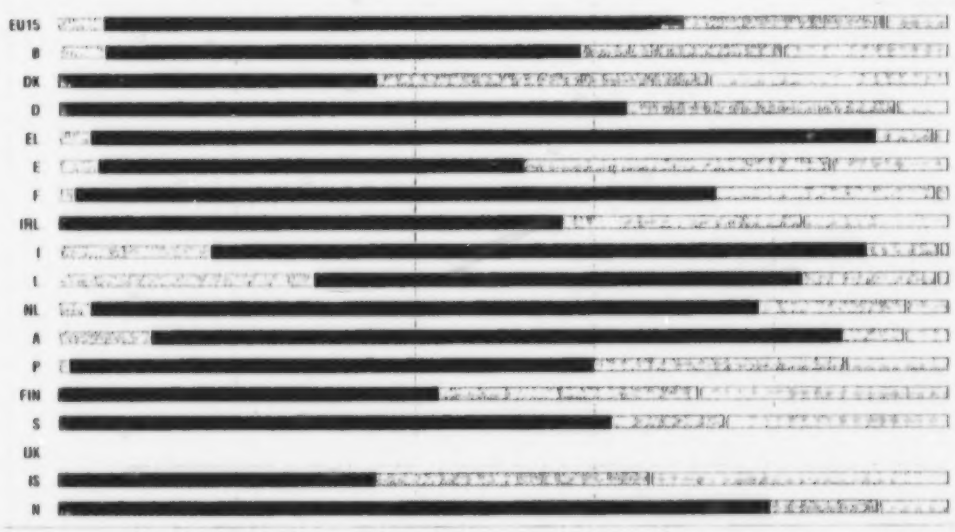
Most participants in VET programmes are between 15 and 24

In most countries, the majority age group is 15 to 19 year-olds. Apart from this rather common characteristic, the age distribution of VET participants varies considerably from country to country. Italy and Luxembourg have the highest proportions of young people under 15. Ages are more balanced in Denmark, Finland, Iceland and Spain. In Denmark and Finland, over 25% are older than 25.

[Figure 9]
NB: The data collection is targeted primarily at programmes for young people (see methological notes).

Source: Eurostat, VET data collection

Figure 9. **Distribution of participants in VET programmes by age group, 1997/98 (%)**



	EU 15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	IS	N
<15	5	5	–	–	4	4	2	–	17	29	4	11	1	–	–		–	–
15-19	65	53	36	64	88	48	72	57	73	55	75	78	59	43	62		36	80
20-24	23	23	37	30	7	35	25	27	8	15	17	7	28	29	13		31	12
>25	7	19	27	6	2	13	1	16	1	1	5	5	12	28	25		33	8

4. Continuing vocational education and training

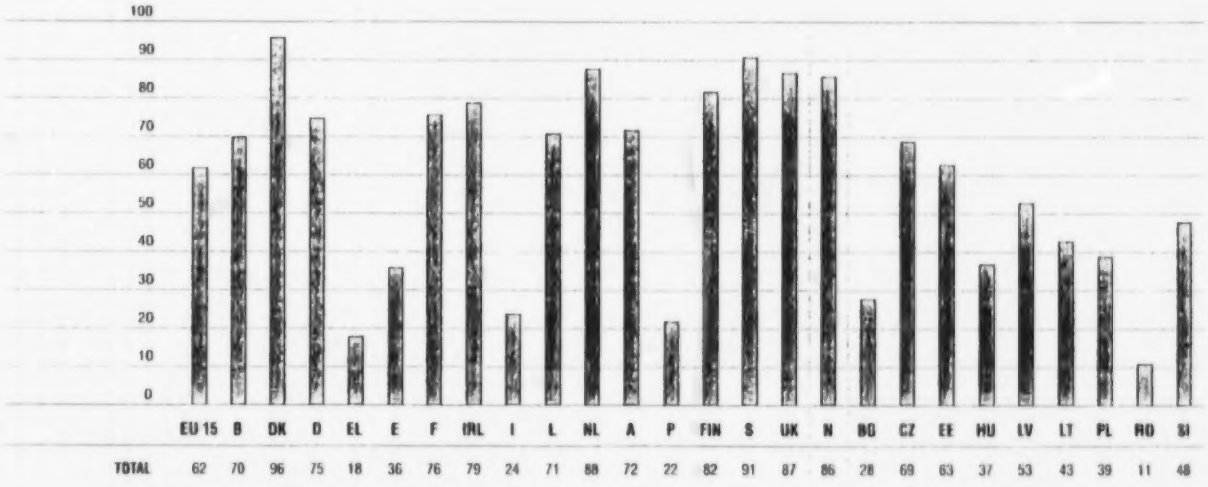
North-south divide in the proportion of training enterprises in the EU

In general, enterprises from EU countries provided more CVT than candidate countries in 1999 (Figure 10).

On average, 62% of enterprises in the EU provided continuing vocational training. However, values are different across countries. Denmark heads the list with 96% and Greece, Spain, Italy and Portugal have the lowest rates (from 18 to 36%).

In candidate countries, values range from 11% in Romania and 28% in Bulgaria to 69% in the Czech Republic.

Figure 10. **Enterprises providing CVT as a percentage of all enterprises, 1999**



Source: Eurostat, CVTS2

Proportion of enterprises providing CVT increases with size

Figure 11 explores the relationship between providing CVT and the size of the enterprise.

In all countries, the percentages of enterprises offering CVT are higher in medium-sized than in small enterprises and higher still in large enterprises. In 16 of the 25 countries which took part in the survey, more than 90% of enterprises with 250 employees or more provide continuing training. In contrast, the values for small enterprises range from 8% in Romania to 95% in Denmark. These are the two countries at the opposite ends of the scale for providing CVT courses (see Figure 10).

In 14 countries, the differences between medium-sized and large enterprises are small (from 0 to 12 percentage points). They are more marked in southern EU countries as well as Bulgaria and Hungary.

Figure 11. **Enterprises providing CVT as a percentage of all enterprises, by class size, 1999**

	EU15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	N	BG	CZ	EE	HU	LV	LT	PL	RO	SI
10-49	56	66	95	71	11	31	70	75	20	67	85	68	17	78	88	85	84	24	62	58	32	49	37	36	8	35
50-249	81	93	98	87	43	58	93	98	48	83	96	91	46	97	99	91	97	34	84	85	51	70	60	52	13	72
250 +	96	100	100	98	78	86	98	100	81	99	98	96	78	99	99	98	100	62	96	96	79	91	80	63	38	96
TOTAL	62	70	96	75	18	36	76	79	24	71	88	72	22	82	91	87	86	28	69	63	37	53	43	39	11	48

Source: Eurostat, CVTS2

Provision of CVT varies across enterprise sectors

Figure 12 looks at the relationship between providing CVT and economic activity (defined according to the EC classification of economic activities - NACE Rev.1).

In all countries apart from Slovenia, the highest percentages of enterprises providing CVT are in the 'financial intermediation' branch (NACE J). (Denmark and Ireland have equally high figures in other sectors as well.) In general, 'real estate, renting and business activities' (NACE K) comes second both in the EU and candidate countries. The other sectors are placed lower. In candidate countries, the percentages recorded for 'wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods' (NACE G) are comparatively low.

The widest discrepancies in the percentages of training enterprises by economic activity are found in Greece, Hungary, Italy and Portugal (over 40 or 50 percentage points) and, to a lesser extent, in Belgium, Ireland, Latvia and Slovenia (over 30 percentage points).

Figure 12. **Enterprises providing CVT as a percentage of all enterprises, by economic activity (NACE Rev. 1), 1999**

	EU 15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	N	BG	CZ	EE	HU	LV	LT	PL	RO	SI
NACE D	56	68	95	73	17	38	77	90	23	75	90	73	19	77	90	86	85	29	70	60	34	53	41	35	12	53
NACE G	65	72	100	83	18	41	76	77	25	75	87	74	24	85	94	83	87	25	63	60	39	51	39	33	9	30
NACE J	91	100	100	100	66	74	88	90	71	89	97	97	67	100	100	94	98	47	89	89	79	84	69	61	27	66
NACE K	74	86	98	87	39	41	81	90	27	80	90	87	43	86	90	92	96	36	77	70	48	60	54	55	21	60
NACE O	70	75	100	89	12	33	80	58	14	80	88	79	29	93	100	89	92	24	70	49	35	60	42	46	12	69
OTHER	57	63	91	65	15	29	69	72	23	59	86	65	18	79	84	86	80	29	67	66	31	51	45	43	11	46
TOTAL	62	70	96	75	18	36	76	79	24	71	88	72	22	82	91	87	86	28	69	63	37	53	43	39	11	48

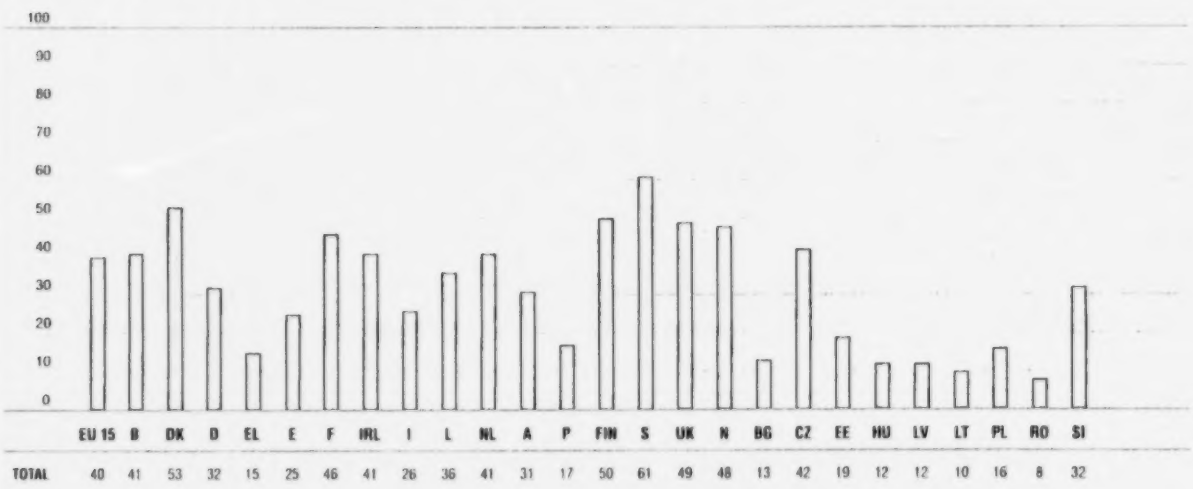
Source: Eurostat, CVTS2

Naturally, participation and financial contribution are correlated with and reflect, to a certain extent, the degree of provision by enterprises.

Discrepancies in CVT participation across countries

As Figure 13 shows, the percentage of employees taking part in training in enterprises (40% on average) is considerably larger in EU Member States than in candidate countries. Among EU Member States, Denmark, Finland and Sweden are in the lead, with over 50% participation. In candidate countries, the Czech Republic has the highest percentage (42%). Greece and Portugal, for the EU, and Hungary, Latvia, Lithuania and Romania, for the candidate countries, get the lowest proportions of employees taking part in CVT (around 15% for the EU and 10% for candidate countries).

Figure 13. **Employees participating in CVT courses as a percentage of employees in all enterprises, 1999**



Source: Eurostat, CVTS2

Little gender difference in CVT participation

Of the 25 countries for which data are available (Figure 14), gender differences are minimal (maximum 5 percentage points) in all countries but the Netherlands, Norway, Bulgaria and the Czech Republic.

Figure 14. **Employees participating in CVT courses as a percentage of employees of all enterprises, by gender, 1999**

	EU15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	N	BG	CZ	EE	HU	LV	LT	PL	RO	SI
MALES	41	:	52	34	14	25	48	40	27	34	44	31	17	48	60	50	40	16	46	18	13	13	10	17	8	32
FEMALES	38	:	54	29	16	26	44	43	23	39	35	32	17	53	61	46	66	9	35	20	11	12	9	15	7	33
TOTAL	40	41	53	32	15	25	46	41	26	36	41	31	17	50	61	49	48	13	42	19	12	12	10	16	8	32

Source: Eurostat, CVTS2

European enterprises invest between 0.5% and 3.6% of labour costs in CVT courses

Total expenditure on CVT courses is the sum of direct costs, staff time costs and the balance of contributions to national or regional training funds and receipts from national or other training arrangements.

Total expenditure as a percentage of labour costs of all enterprises in 1999 ranges from 0.5% in Romania to 3.6% in the United Kingdom (Figure 15). Percentages are generally higher in the EU (2.3% on average) than in candidate countries.

Direct costs of CVT courses as a percentage of labour costs vary between 0.3% in Romania and 2.8% in the United Kingdom.

Figure 15. **Costs of CVT courses as a percentage of total labour costs of all enterprises, 1999**

	EU15	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK	N	BG	CZ	EE	HU	LV	LT	PL	RO	SI
DIRECT COSTS	1.4	0.6	1.7	0.9	0.4	0.5	1.0	1.5	1.2	1.0	1.7	0.8	0.7	1.3	1.6	2.8	1.4	0.7	1.2	1.3	0.5	0.8	0.5	0.5	0.3	0.8
LABOUR COSTS OF PARTICIPANTS	0.8	0.9	1.4	0.7	0.5	0.9	1.2	1.0	0.6	1.0	1.1	0.5	0.6	1.1	1.3	0.8	0.9	0.3	0.7	0.5	0.4	0.4	0.3	0.3	0.2	0.5
TOTAL	2.3	1.6	3.0	1.5	0.9	1.5	2.4	2.4	1.7	1.9	2.8	1.3	1.2	2.4	2.8	3.6	2.3	1.0	1.9	1.8	1.2	1.1	0.8	0.8	0.5	1.3

Source: Eurostat, CVTS2

5. Methodological notes

Abbreviations

CVT	Continuing vocational training
EU	European Union
VET	Vocational education and training

Country codes

EU15	European Union average
B	Belgium
DK	Denmark
D	Germany
EL	Greece
E	Spain
F	France
IRL	Ireland
I	Italy
L	Luxembourg
NL	Netherlands
A	Austria
P	Portugal
FIN	Finland
S	Sweden
UK	United Kingdom
N	Norway
IS	Iceland
BG	Bulgaria
CY	Cyprus
CZ	Czech Republic
EE	Estonia
HU	Hungary
LV	Latvia
LT	Lithuania
MT	Malta
PL	Poland
RO	Romania
SK	Slovakia
SI	Slovenia

Symbols in tables

—	nil
:	not available
0	negligible

Description and coverage of the instruments used:

- The Community labour force survey (LFS) is a household survey carried out annually. It focuses mainly on employment and unemployment but also includes a few questions on participation in education and training and educational level attained. It covers EU Member States, EFTA and candidate countries.

- The UOE (Unesco/OECD/Eurostat) data collection is the instrument through which the three organisations collect comparable data on key aspects of education systems. It is annual and based on administrative sources. It covers EU Member States, EFTA and candidate countries.

- The data collection on vocational education and training (VET) is also based on administrative sources and collects semi-aggregated data on VET programmes (programme units) and participants. It was carried out annually from 1994 to 2000 before being frozen. The latest data processed and available are those from 1999, referring to 1997-98. It covers EU Member States, Norway, Iceland and Switzerland.
  VET programmes are defined as providing participants with the skills, knowledge and competences necessary to get a specific job or a set of jobs. Thus, the data collection instrument is targeted primarily at young people.

- The second European survey on continuing vocational training in enterprises (CVTS2) was carried out in 2000/01 in all Member States, Norway and nine candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland – Pomorskie region only, Romania and Slovenia).
  Continuing vocational training courses are defined as events designed solely for providing continuing training away from the place of work, e.g. in a classroom or training centre, at which a group of people receive instruction from teachers/tutors/ lecturers for a period of time specified in advance by those organising the course.

Data are classified according to the **International classification of education (ISCED)**, revised in 1997:

ISCED 0 Pre-primary education: initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least 3 .

ISCED 1 Primary education or first stage of basic education: This level begins between 4 and 7 years of age, is compulsory in all countries and generally lasts from five to six years.

ISCED 2 Lower secondary education or second stage of basic education: It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3 Upper secondary education: This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4 Post-secondary non-tertiary education: These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare students for studies at level 5 or programmes designed to prepare students for direct labour market entry.

ISCED 5 First stage of tertiary education: entry to these programmes normally requires the successful completion of ISCED levels 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

ISCED 6 Second stage of tertiary education, covering programmes leading to an advanced research qualification (PhD or Doctorate).

ISCED 97 fields

The classification comprises 25 fields of education (at two-digit level) which can be further refined into three-digit level.

The following nine broad groups (at one-digit level) can be distinguished.

0 General programmes
1 Education
2 Humanities and arts
3 Social sciences, business and law
4 Science, mathematics and computing
5 Engineering, manufacturing and construction
6 Agriculture and veterinary
7 Health and welfare
8 Services

NACE Rev.1: Council Regulation (EEC) No 3037/90 of 9 October 1990 on the statistical classification of economic activities in the European Community. Commission Regulation (EEC) No 761/93 of 214 March 1993 amending Council Regulation (EEC) No 3037/90 on the statistical classification of economic activities in the European Community.

NACE D	Manufacturing
NACE G	Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods
NACE J	Financial intermediation
NACE K	Real estate, renting and business activities
NACE O	Other community, social and personal service activities
Other (C, E, F, H, I)	Mining and quarrying; Electricity, gas, water; Construction; Hotels and restaurants; Transport, communication

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